

To better meet the needs of their diverse stakeholders, institutions participating in FSSE can customize their surveys by appending Topical Modules and/or consortium items to the core survey.

Topical Modules

Topical Modules are short sets of questions on current topics in higher education and student engagement. Participating institutions can append one module to the core survey at no charge and a second for an additional fee. Thumbnail images of pages from a sample report and descriptions of Topical Modules offered in 2016 are below; question sets with a companion NSSE module are shown with an asterisk (*).

Academic Advising*

This module examines the quality of academic advising and the extent to which faculty advisors have assisted students in their academic progress. The module complements a question on the core FSSE about perceptions of the quality of student interactions with academic advisors.

Civic Engagement*

Adapted from a project of the American Association of State Colleges and Universities, this module asks faculty to assess institutional emphasis on conflict resolution skills and examines how often students are encouraged to engage with local, campus, state, national, and global issues. The module complements questions on the core FSSE about the importance of service-learning, perceptions of student participation in community service or volunteer work, and course emphasis on becoming an informed and active citizen.

Development of Transferable Skills*

Adapted from a project of the American Association of State Colleges and Universities, this module examines student engagement in activities that develop useful and transferable skills for the workplace. The module complements questions on the core FSSE about course emphasis on higher-order learning, the importance of reflective and integrative learning, and course emphasis on student development in a variety of areas.



FSSE 2016
Experiences with Writing Topical Module
NSSEville State University



FSSE 2016 Experiences with Writing Topical Module
FSSE-NSSE Combined Responses
NSSEville State University



FSSE 2016 Experiences With Writing
Topical Module Frequencies
NSSEville State University

| Faculty Responses | | | | Student Responses | | | |
|---|---------|-------|---------------------------------|--|---------|-------|---------------------------------|
| FSSE Item | Faculty | Class | % of total writing assignments* | FSSE Item | Faculty | Class | % of total writing assignments* |
| Percentage of faculty who reported encouraging or requiring students to do the following in all or most writing assignments in their selected course section: | | | | Distribution of student responses to: For how many writing assignments have you done the following during the current school year: | | | |
| 1a. Talk with a classroom, thread, or faculty member to develop ideas before they started the assignment | WR021a | LD | 42 | 1a. Talk with a classroom, thread, or faculty member to develop ideas before they started the assignment | WR021a | FY | 14 |
| | | ED | 37 | | SR | 33 | 45 |
| 1b. Receive feedback from a classroom, thread, or faculty member about a draft before turning in the final assignment | WR021b | LD | 34 | 1b. Receive feedback from a classroom, thread, or faculty member about a draft before turning in the final assignment | WR021b | FY | 45 |
| | | ED | 41 | | SR | 29 | 40 |
| 1c. Give feedback to a classroom about a draft or outline before the final writing | WR021c | LD | 34 | 1c. Give feedback to a classroom about a draft or outline before the final writing | WR021c | FY | 36 |
| | | ED | 33 | | SR | 33 | 44 |
| 1d. Summarize material they had read, such as articles, books, or online publications | WR021d | LD | 46 | 1d. Summarize material you read, such as articles, books, or online publications | WR021d | FY | 34 |
| | | ED | 53 | | SR | 34 | 43 |
| 1e. Analyze or evaluate something they had read, researched, or observed | WR021e | LD | 41 | 1e. Analyzed or evaluated something you read, researched, or observed | WR021e | FY | 40 |
| | | ED | 39 | | SR | 40 | 47 |
| 1f. Describe their methods or findings related to data they had collected in lab or field work, a career project, etc. | WR021f | LD | 31 | 1f. Describe your methods or findings related to data you collected in lab or field work, a career project, etc. | WR021f | FY | 26 |
| | | ED | 34 | | SR | 33 | 35 |
| 1g. Apply a previous writing experience and reasoning | WR021g | LD | 45 | 1g. Applied a previous writing experience and reasoning | WR021g | FY | 34 |
| | | ED | 44 | | SR | 34 | 40 |
| 1h. Explain in writing the meaning of numerical or statistical data | WR021h | LD | 22 | 1h. Explained in writing the meaning of numerical or statistical data | WR021h | FY | 21 |
| | | ED | 25 | | SR | 29 | 29 |
| 1i. Write an article and format it as a specific field (engineering, history, psychology, etc.) | WR021i | LD | 59 | 1i. Wrote an article and format it as a specific field (engineering, history, psychology, etc.) | WR021i | FY | 40 |
| | | ED | 51 | | SR | 41 | 24 |
| 1j. Address a real or imagined audience such as their classroom, a professor, an employer, etc. | WR021j | LD | 51 | 1j. Addressed a real or imagined audience such as your classroom, a professor, an employer, etc. | WR021j | FY | 41 |
| | | ED | 44 | | SR | 45 | 24 |

| Item Name | Registration | Lower Division | | Upper Division | | Total |
|--|--------------------------|----------------|-----|----------------|-----|-------|
| | | Count | % | Count | % | |
| a. In your selected course section, for how many writing assignments did you encourage or require students to do the following?* | | | | | | |
| 1. Talk with a classroom, thread, or faculty member to develop ideas before they started the assignment | WR021a | 19 | 23 | 30 | 25 | 49 |
| | No writing assignments | 10 | 12 | 14 | 16 | 24 |
| | Few writing assignments | 19 | 23 | 27 | 22 | 46 |
| | Some writing assignments | 14 | 17 | 24 | 24 | 41 |
| | All writing assignments | 21 | 25 | 16 | 13 | 37 |
| Total | 83 | 100 | 121 | 100 | 204 | |
| b. Receive feedback from a classroom, thread, or faculty member about a draft before turning in the final assignment | WR021b | 21 | 25 | 33 | 29 | 54 |
| | No writing assignments | 11 | 13 | 13 | 11 | 24 |
| | Few writing assignments | 14 | 17 | 20 | 17 | 34 |
| | Some writing assignments | 20 | 24 | 18 | 15 | 38 |
| | All writing assignments | 11 | 13 | 36 | 30 | 47 |
| Total | 177 | 200 | 133 | 111 | 306 | |
| c. Give feedback to a classroom about a draft or outline before the final writing | WR021c | 20 | 24 | 33 | 24 | 53 |
| | No writing assignments | 15 | 18 | 22 | 14 | 37 |
| | Few writing assignments | 19 | 23 | 24 | 21 | 44 |
| | Some writing assignments | 14 | 17 | 24 | 21 | 42 |
| | All writing assignments | 14 | 17 | 12 | 10 | 26 |
| Total | 82 | 100 | 120 | 100 | 202 | |
| d. Summarize material you read, such as articles, books, or online publications | WR021d | 9 | 11 | 14 | 14 | 23 |
| | No writing assignments | 11 | 13 | 15 | 13 | 26 |
| | Few writing assignments | 24 | 29 | 24 | 21 | 44 |
| | Some writing assignments | 15 | 18 | 31 | 24 | 46 |
| | All writing assignments | 23 | 28 | 29 | 24 | 52 |
| Total | 82 | 100 | 120 | 100 | 202 | |
| e. Analyze or evaluate something they had read, researched, or observed | WR021e | 9 | 11 | 12 | 10 | 21 |
| | No writing assignments | 5 | 6 | 3 | 3 | 8 |
| | Few writing assignments | 7 | 9 | 22 | 14 | 29 |
| | Some writing assignments | 23 | 28 | 31 | 26 | 54 |
| | All writing assignments | 43 | 53 | 50 | 40 | 93 |
| Total | 83 | 100 | 120 | 100 | 203 | |
| f. Describe their methods or findings related to data they had collected in lab or field work, a career project, etc. | WR021f | 3 | 4 | 4 | 3 | 7 |
| | No writing assignments | 5 | 6 | 3 | 3 | 8 |
| | Few writing assignments | 7 | 9 | 22 | 14 | 29 |
| | Some writing assignments | 23 | 28 | 31 | 26 | 54 |
| | All writing assignments | 43 | 53 | 50 | 40 | 93 |
| Total | 83 | 100 | 120 | 100 | 203 | |
| g. Apply a previous writing experience and reasoning | WR021g | 9 | 11 | 12 | 10 | 21 |
| | No writing assignments | 5 | 6 | 3 | 3 | 8 |
| | Few writing assignments | 7 | 9 | 22 | 14 | 29 |
| | Some writing assignments | 23 | 28 | 31 | 26 | 54 |
| | All writing assignments | 43 | 53 | 50 | 40 | 93 |
| Total | 83 | 100 | 120 | 100 | 203 | |
| h. Explain in writing the meaning of numerical or statistical data | WR021h | 3 | 4 | 4 | 3 | 7 |
| | No writing assignments | 5 | 6 | 3 | 3 | 8 |
| | Few writing assignments | 7 | 9 | 22 | 14 | 29 |
| | Some writing assignments | 23 | 28 | 31 | 26 | 54 |
| | All writing assignments | 43 | 53 | 50 | 40 | 93 |
| Total | 83 | 100 | 120 | 100 | 203 | |
| i. Write an article and format it as a specific field (engineering, history, psychology, etc.) | WR021i | 4 | 5 | 14 | 12 | 16 |
| | No writing assignments | 3 | 4 | 4 | 3 | 7 |
| | Few writing assignments | 11 | 13 | 24 | 17 | 35 |
| | Some writing assignments | 23 | 28 | 31 | 26 | 54 |
| | All writing assignments | 4 | 5 | 14 | 12 | 16 |
| Total | 83 | 100 | 114 | 90 | 197 | |

Experiences with Diverse Perspectives*

This module examines opportunities for students to engage in activities that promote greater understanding of societal differences. The module complements questions on the core FSSE about students' experiences with people from different backgrounds, the importance of diverse perspectives in course discussions and assignments, and the importance of encouraging contact among students from different backgrounds.

Learning with Technology*

Developed in partnership with EDUCAUSE, these questions examine the role of technology in student learning, focusing on student use of technology, the extent to which institutional support is valued, and communication. The module complements questions on the core FSSE about emphasis on learning with peers, perceptions of students' interactions with others, and the importance of technology in academic support.

Experiences with Writing*

This module is a result of NSSE's ongoing collaboration with the Council of Writing Program Administrators. The questions touch on three aspects of good writing assignments: interactivity, meaning-making, and clarity. The module complements questions on the core survey about how much writing students are assigned, the nature of course assignments, and emphasis on developing written expression.

Scholarship of Teaching and Learning

This module asks about both institution-supported and faculty-driven assessment efforts such as surveys and other tools (e.g., portfolios) that are used to gather information about student educational experiences and learning. The module complements questions on the core FSSE on how faculty spend their time and on the extent to which they use effective teaching practices.

Teaching Professional Development

This module asks about aspects of professional development for teaching such as how important it is for faculty to receive assistance in various areas and how often they participate in professional development activities and practices. The module complements questions on the core FSSE asking how much time faculty spend working to improve their teaching and the extent to which they display effective teaching practices.

To view the Topical Modules in their entirety, visit fsse.indiana.edu/html/topicalmodules.cfm

Additional Topical Modules may be developed and introduced over time. If you have suggestions for modules, please contact us via email (fsse@indiana.edu) or phone (812-856-5824).

Consortium Participation

Institutions participating in a NSSE consortium have the opportunity to administer consortium items, additional questions appended to the core survey instrument, along with their FSSE administration.

Consortia typically form around a shared institutional mission, institution type, or statewide system commonality. Including such items with a FSSE administration provides additional, customized context for faculty responses about the student experience.

Past Participating Consortia

- Catholic Colleges and Universities*
- Kentucky Council on Postsecondary Education
- Mission Engagement Consortium for Independent Colleges*
- Work Colleges

*FSSE consortium in 2016

For more information or to view a complete list of historical consortium participation in NSSE, visit nsse.indiana.edu/html/consortia.cfm

FSSE 2016
Academic Advising Topical Module
Rollins College

Faculty Responses

| FSSE Item | Variable | Class | Very important or Important % | NSSE Item | Variable | Class | Very much % | Quite a bit % | Some % | Very little % |
|--|---|-------|-------------------------------|-----------|--|-------|-------------|---------------|--------|---------------|
| Percentage of faculty who reported that the following are important to them as an academic advisor: | | | | | | | | | | |
| 5a. | Make yourself available when needed | LD | 100 | 2a. | Been available when needed | FY | 50 | 27 | 15 | 3 |
| | | UD | 100 | | | SR | 51 | 29 | 12 | 4 |
| 5b. | Listen closely to advisees' concerns and questions | LD | 100 | 2b. | Listened closely to your concerns and questions | FY | 53 | 25 | 15 | 2 |
| | | UD | 100 | | | SR | 60 | 19 | 10 | 8 |
| 5c. | Inform advisees of important deadlines | LD | 69 | 2c. | Informed you of important deadlines | FY | 45 | 27 | 16 | 4 |
| | | UD | 75 | | | SR | 43 | 25 | 19 | 10 |
| 5d. | Help advisees understand academic rules and policies | LD | 96 | 2d. | Helped you understand academic rules and policies | FY | 42 | 32 | 17 | 4 |
| | | UD | 86 | | | SR | 41 | 20 | 21 | 8 |
| 5e. | Inform advisees of academic support options (tutoring, study groups, help with writing, etc.) | LD | 93 | 2e. | Informed you of academic support options (tutoring, study groups, help with writing, etc.) | FY | 45 | 26 | 16 | 5 |
| | | UD | 75 | | | SR | 36 | 20 | 15 | 14 |
| 5f. | Provide useful information about courses | LD | 81 | 2f. | Provided useful information about courses | FY | 49 | 28 | 16 | 3 |
| | | UD | 68 | | | SR | 46 | 21 | 19 | 9 |
| 5g. | Help advisees when they have academic difficulties | LD | 78 | 2g. | Helped you when you had academic difficulties | FY | 44 | 20 | 19 | 4 |
| | | UD | 82 | | | SR | 40 | 18 | 14 | 8 |
| 5h. | Help advisees get information on special opportunities (study abroad, internships, research projects, etc.) | LD | 78 | 2h. | Helped you get information on special opportunities (study abroad, internships, research projects, etc.) | FY | 32 | 25 | 21 | 4 |
| | | UD | 81 | | | SR | 40 | 15 | 16 | 13 |
| 5i. | Discuss advisees' career interests and post-graduation plans | LD | 85 | 2i. | Discussed your career interests and post-graduation plans | FY | 35 | 22 | 26 | 9 |
| | | UD | 93 | | | SR | 43 | 16 | 18 | 15 |

Note: Responses of "Not applicable" are not included in student results.

Student Responses

| Distribution of student responses to: To what extent have your academic advisors done the following during the current school year: | | | | | | | | | | |
|--|--|----|----|----|----|----|--|--|--|--|
| 2a. | Been available when needed | FY | 50 | 27 | 15 | 3 | | | | |
| | | SR | 51 | 29 | 12 | 4 | | | | |
| 2b. | Listened closely to your concerns and questions | FY | 53 | 25 | 15 | 2 | | | | |
| | | SR | 60 | 19 | 10 | 8 | | | | |
| 2c. | Informed you of important deadlines | FY | 45 | 27 | 16 | 4 | | | | |
| | | SR | 43 | 25 | 19 | 10 | | | | |
| 2d. | Helped you understand academic rules and policies | FY | 42 | 32 | 17 | 4 | | | | |
| | | SR | 41 | 20 | 21 | 8 | | | | |
| 2e. | Informed you of academic support options (tutoring, study groups, help with writing, etc.) | FY | 45 | 26 | 16 | 5 | | | | |
| | | SR | 36 | 20 | 15 | 14 | | | | |
| 2f. | Provided useful information about courses | FY | 49 | 28 | 16 | 3 | | | | |
| | | SR | 46 | 21 | 19 | 9 | | | | |
| 2g. | Helped you when you had academic difficulties | FY | 44 | 20 | 19 | 4 | | | | |
| | | SR | 40 | 18 | 14 | 8 | | | | |
| 2h. | Helped you get information on special opportunities (study abroad, internships, research projects, etc.) | FY | 32 | 25 | 21 | 4 | | | | |
| | | SR | 40 | 15 | 16 | 13 | | | | |
| 2i. | Discussed your career interests and post-graduation plans | FY | 35 | 22 | 26 | 9 | | | | |
| | | SR | 43 | 16 | 18 | 15 | | | | |

FSSE 2016 Academic Advising
Topical Module Frequencies
Rollins College

| | Var. Name | Response Options | Lower Division | | Upper Division | | Total | |
|---|-----------|---|----------------|-----|----------------|-----|-------|-----|
| | | | Count | % | Count | % | Count | % |
| 1. During the current school year, did you serve as an academic advisor for undergraduate students? | | | | | | | | |
| <i>Respondents who answer "No" received no other Academic Advising topical module questions.</i> | | | | | | | | |
| | fADV01 | No | 4 | 13 | 7 | 19 | 11 | 16 |
| | | Yes | 27 | 87 | 30 | 81 | 57 | 84 |
| | | Total | 31 | 100 | 37 | 100 | 68 | 100 |
| 2. What is the class level of most of your advisees? | | | | | | | | |
| | fADV06_15 | Lower division (mostly first-year students or sophomores) | 13 | 48 | 8 | 27 | 21 | 37 |
| | | Upper division (mostly juniors or seniors) | 10 | 37 | 20 | 67 | 30 | 53 |
| | | Other | 4 | 15 | 2 | 7 | 6 | 11 |
| | | Total | 27 | 100 | 30 | 100 | 57 | 100 |
| 3. During the current school year, which of the following has been your primary source of information regarding students' academic options? | | | | | | | | |
| | fADV02 | Faculty colleagues | 7 | 27 | 2 | 7 | 9 | 16 |
| | | Other advising staff | 1 | 4 | 3 | 10 | 4 | 7 |
| | | Website, catalog, or other published sources | 7 | 27 | 17 | 59 | 24 | 44 |
| | | An advising center or advising training | 7 | 27 | 5 | 17 | 12 | 22 |
| | | Other | 4 | 15 | 2 | 7 | 6 | 11 |
| | | Total | 26 | 100 | 29 | 100 | 55 | 100 |
| 4. During the current school year, about how many times has your typical advisee discussed with you his or her academic interests, course selections, or academic performance? | | | | | | | | |
| | fADV03 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 1 | 0 | 0 | 1 | 3 | 1 | 2 |
| | | 2 | 9 | 35 | 8 | 28 | 17 | 31 |
| | | 3 | 8 | 31 | 10 | 34 | 18 | 33 |
| | | 4 | 6 | 23 | 5 | 17 | 11 | 20 |
| | | 5 | 2 | 8 | 2 | 7 | 4 | 7 |
| | | 6 or more | 1 | 4 | 3 | 10 | 4 | 7 |
| | | Total | 26 | 100 | 29 | 100 | 55 | 100 |
| 5. How important is it to you to do the following in your position as an academic advisor? | | | | | | | | |
| a. | fADV04a | Make yourself available when needed | | | | | | |
| | | Not important | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Somewhat important | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Important | 7 | 26 | 6 | 21 | 13 | 24 |
| | | Very important | 20 | 74 | 22 | 79 | 42 | 76 |
| | | Total | 27 | 100 | 28 | 100 | 55 | 100 |
| b. | fADV04b | Listen closely to advisees' concerns and questions | | | | | | |
| | | Not important | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Somewhat important | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Important | 3 | 11 | 3 | 11 | 6 | 11 |
| | | Very important | 24 | 89 | 24 | 89 | 48 | 89 |
| | | Total | 27 | 100 | 27 | 100 | 54 | 100 |
| c. | fADV04c | Inform advisees of important deadlines | | | | | | |
| | | Not important | 1 | 4 | 0 | 0 | 1 | 2 |
| | | Somewhat important | 7 | 27 | 7 | 25 | 14 | 26 |
| | | Important | 7 | 27 | 7 | 25 | 14 | 26 |
| | | Very important | 11 | 42 | 14 | 50 | 25 | 46 |
| | | Total | 26 | 100 | 28 | 100 | 54 | 100 |
| d. | fADV04d | Help advisees understand academic rules and policies | | | | | | |
| | | Not important | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Somewhat important | 1 | 4 | 4 | 14 | 5 | 9 |
| | | Important | 12 | 44 | 11 | 39 | 23 | 42 |
| | | Very important | 14 | 52 | 13 | 46 | 27 | 49 |
| | | Total | 27 | 100 | 28 | 100 | 55 | 100 |

FSSE 2016 Academic Advising
Topical Module Frequencies
Rollins College

| | <i>Var. Name</i> | <i>Response Options</i> | Lower Division | | Upper Division | | Total | |
|---|------------------|-------------------------|-----------------------|----------|-----------------------|----------|--------------|----------|
| | | | <i>Count</i> | <i>%</i> | <i>Count</i> | <i>%</i> | <i>Count</i> | <i>%</i> |
| e. Inform advisees of academic support options (tutoring, study groups, help with writing, etc.) | fADV04e | Not important | 1 | 4 | 0 | 0 | 1 | 2 |
| | | Somewhat important | 1 | 4 | 7 | 25 | 8 | 15 |
| | | Important | 15 | 56 | 8 | 29 | 23 | 42 |
| | | Very important | 10 | 37 | 13 | 46 | 23 | 42 |
| | | Total | 27 | 100 | 28 | 100 | 55 | 100 |
| f. Provide useful information about courses | fADV04f | Not important | 1 | 4 | 2 | 7 | 3 | 5 |
| | | Somewhat important | 4 | 15 | 7 | 25 | 11 | 20 |
| | | Important | 13 | 48 | 10 | 36 | 23 | 42 |
| | | Very important | 9 | 33 | 9 | 32 | 18 | 33 |
| | | Total | 27 | 100 | 28 | 100 | 55 | 100 |
| g. Help advisees when they have academic difficulties | fADV04g | Not important | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Somewhat important | 6 | 22 | 5 | 18 | 11 | 20 |
| | | Important | 7 | 26 | 7 | 25 | 14 | 25 |
| | | Very important | 14 | 52 | 16 | 57 | 30 | 55 |
| | | Total | 27 | 100 | 28 | 100 | 55 | 100 |
| h. Help advisees get information on special opportunities (study abroad, internships, research projects, etc.) | fADV04h | Not important | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Somewhat important | 6 | 22 | 5 | 19 | 11 | 20 |
| | | Important | 11 | 41 | 12 | 44 | 23 | 43 |
| | | Very important | 10 | 37 | 10 | 37 | 20 | 37 |
| | | Total | 27 | 100 | 27 | 100 | 54 | 100 |
| i. Discuss advisees' career interests and post-graduation plans | fADV04i | Not important | 1 | 4 | 0 | 0 | 1 | 2 |
| | | Somewhat important | 3 | 12 | 2 | 7 | 5 | 9 |
| | | Important | 6 | 23 | 13 | 46 | 19 | 35 |
| | | Very important | 16 | 62 | 13 | 46 | 29 | 54 |
| | | Total | 26 | 100 | 28 | 100 | 54 | 100 |
| 6. During the current school year, how often have you reached out to your advisees about their academic progress or performance? | | | | | | | | |
| | fADV05_15 | Never | 1 | 4 | 1 | 3 | 2 | 4 |
| | | Sometimes | 15 | 56 | 14 | 48 | 29 | 52 |
| | | Often | 7 | 26 | 12 | 41 | 19 | 34 |
| | | Very often | 4 | 15 | 2 | 7 | 6 | 11 |
| | | Total | 27 | 100 | 29 | 100 | 56 | 100 |